

L. L. Palmer



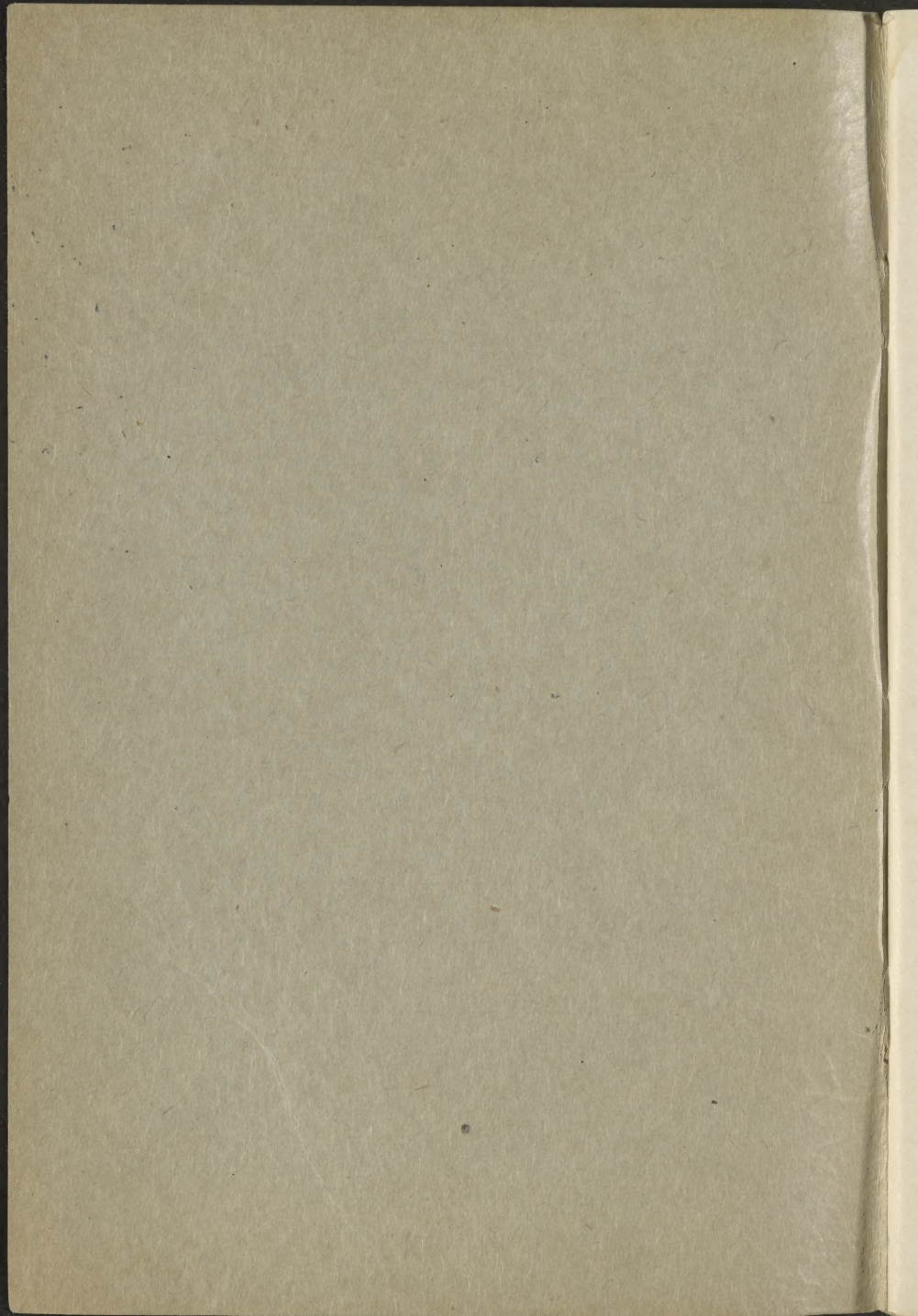
LEGENDS OF LETTERLAND

by a Big Bird

THE A.N. PALMER COMPANY

55 Fifth Ave., New York, N. Y.
2128 Calumet Ave., Chicago, Ill.

Palmer Bldg., Cedar Rapids, Ia.
Pittock Building, Portland, Ore.



205200
LEGENDS
of
LETTERLAND

by a
BIG BIRD

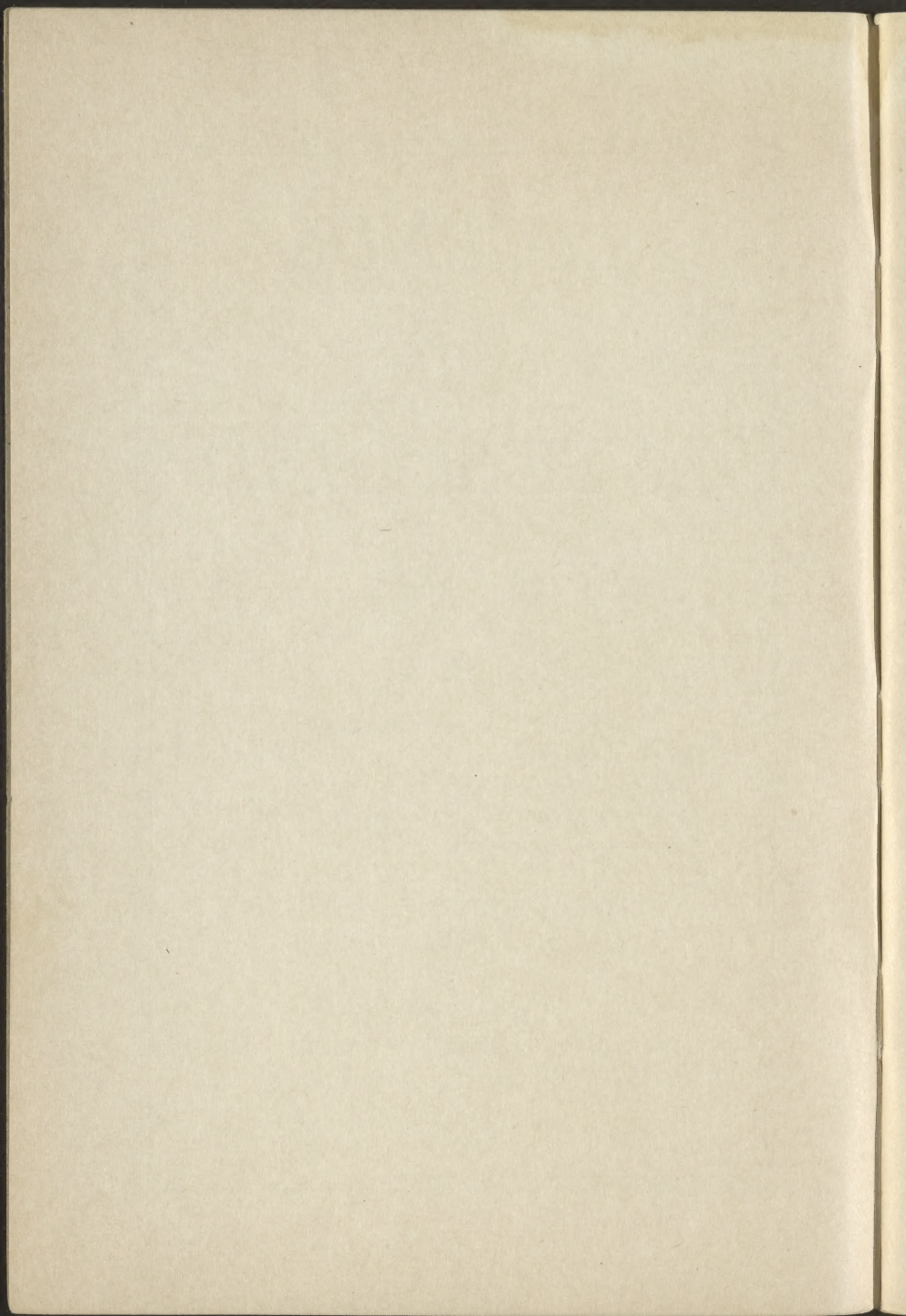


*A teachers' or pupils' handbook of
penmanship stories, lesson plans, colored
illustrations and jingling rhythms for
teaching good, clear form of business
writing to beginners.*

By VIVIAN M. SHAW
Veradale, Washington

PLATES BY
MISS ESTHER E. PAINTER
Cheney, Washington

THE A. N. PALMER COMPANY, PUBLISHERS
NEW YORK, CHICAGO, PORTLAND, ORE., CEDAR RAPIDS, IOWA



FOREWORD

This book is a direct outgrowth of a need which arose in an actual classroom situation. It was written by Miss Shaw while she was teaching the letter forms to her first grade class at the State Normal School at Cheney, Wash.

Miss Shaw's book has been used with five beginning classes since that time. Different teachers have been in charge of each class. All of them are pleased with the book and the results obtained through its use. This fact has led to the publication of the book.

The purpose of "Legends of Letter Land" is, as the author has indicated in her notes, "To The Teacher," to secure better letter forms, better movement and greater speed in writing. This purpose is accomplished through the multiple sense appeal of ear, eye, and hand. The interesting story appeals to the ear, the colored plate attracts the eye, the rhythmic songs and jingles direct the motor control in a natural, easy way. Interest is aroused and attention centered upon the letter form before the child attempts to make it.

This book features letter forms and is intended as an aid in presenting them when the need arises for teaching them. The book does not attempt to present either a complete system of writing or a method for teaching it.

Writing as a means of expression is one of the outstanding features of Miss Shaw's teaching, but that is a subject aside from the one here presented. Every child some time in the early stages of learning to write must have a correct mastery of letter forms. It is the purpose of this book to successfully aid the teacher to help the pupil master the letter forms.

ARTA F. LAWRENCE.

Copyright 1930
by VIVIAN M. SHAW

ACKNOWLEDGEMENTS

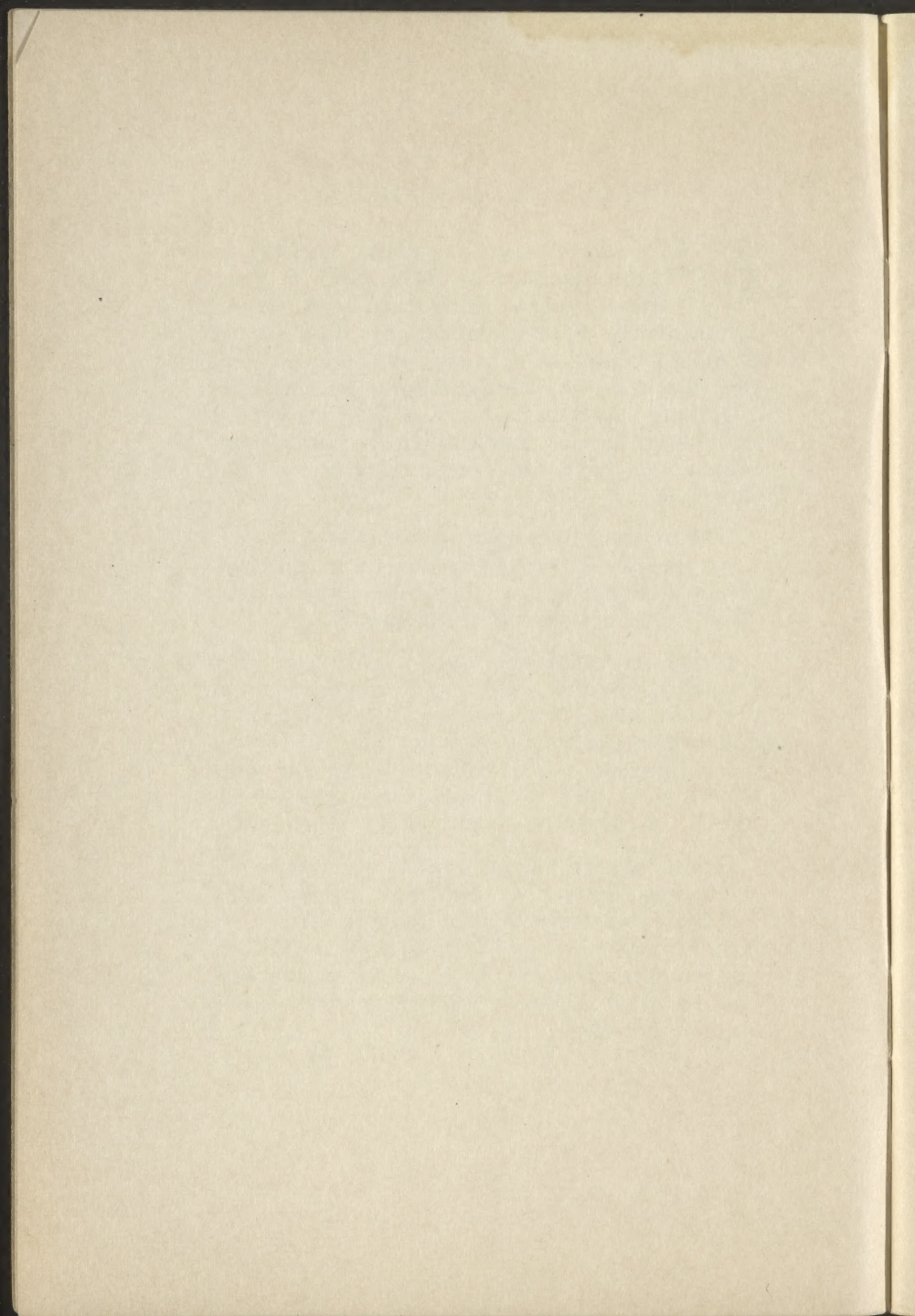
THE author wishes to make grateful acknowledgement to Miss Arta F. Lawrence, First Grade Critic, and Mr. A. H. Horrall, Superintendent of the Normal Training School at Cheney, Washington, who carefully tried out this book for a year with the beginning pupils in the Normal Training School, and whose advice, encouragement and recommendations have been responsible for writing this book.

The author also wishes to thank Miss Arta F. Lawrence for correcting the stories in this book. If any mistakes appear they have crept in after Miss Lawrence corrected the stories.

Others to thank and acknowledge are: Miss Esther E. Painter, Cheney, Washington, who drew the plates; my mother, for assistance in adapting music to the rhymes; The A. N. Palmer Company, for permission to use the story of the small "c" in "Penmanship Stories" by Mr. F. H. Arnold and Mr. H. B. MacLean.

These people helped greatly with their encouraging advice: Dr. Josephine Corliss Preston, State Superintendent of Schools; Mr. F. H. Arnold, Supervisor of Writing, Spokane, Washington; Miss Mary G. Swerer, Art Supervisor, Cheney State Normal; and many other teachers and friends.

V. M. S.



TO THE TEACHER

This little book has been written for the purpose of securing better letter forms, better movement, and greater speed in writing.

The letters are Palmer Method form.

The little rhymes and songs are used to help the children get the form and rhythm of the letter as they write it on the blackboard.

The count and songs are explained in the notes to teachers at the foot of each lesson.

A suggested order of presentation of these lessons is as follows:

1. Tell the story of the letter as it is shown to the children. (This should not occupy a large part of the lesson period but merely be incidental to center attention.)
2. Then make the letter slowly about two times on the blackboard. This is important in order that the child gets every part of the movement and form of the letter.
3. Teach the little song or jingle.
4. Sing the song as the letter is made at the blackboard.
5. Sing the song with the children as they write, and write it in the air and re-trace it on the blackboard.
6. After some practice, increase the speed of the rhythm.

The procedure may be changed by counting orally or allowing the children to make the letter to music of victrola or piano.

An attempt has been made to choose tunes which are familiar to most teachers and pupils of primary grades, so as not to cause delay in the penmanship lesson.

These stories are also intended to emphasize height, slant, movement and the placement of letters on the line.



THE CAPITAL A.

Did you ever see an old crooked man? How do you think an old crooked man would walk? This is the Capital A. It leans over like an old crooked man because it always carries this heavy pack on its back wherever it goes. First we begin at the top. Then we swing away over to make the pack stick out. It drags on the line. Then we go up to the top, close up the top of the pack, and make his back on the same line. Last thing we put his hand below the line like this.

There was a crooked A,
He walked a nice straight track,
He had a heavy pack
Which he carried on his back.
When to Letter Land he came,
He had to use a cane,
And you always see him going
Slowly, down the long, long lane.

Teachers' Note—Adapted. Tune—"The Crooked Man," found in "Rhythmic Games and Action Plays," by I. P. Moses. Count 1, 2.

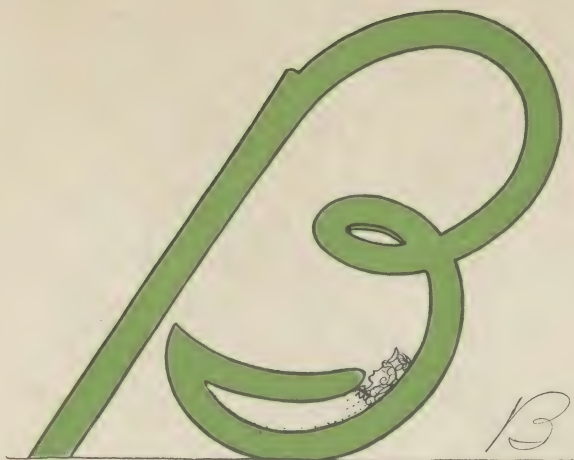


THE SMALL A.

This is a little a. He is the big A's little boy. He looks very much like the big A, but he is very selfish. He has many playthings in his pack on his back, but he always reaches his hand up for more. Isn't he a selfish, bad, little a?

The little a is made
Just like the great big A,
Except for his long arm
Which goes right up this way.

Teachers' Note—Tune, "Farmer in the Dell." Sing to four-four time.
Count 1-2.



THE CAPITAL B.

Many years ago there was a pretty fairy going around among the tall flowers hunting for a nice soft cradle for her baby. Soon she came to a beautiful golden B. She said, "At last I have found a nice place to put my baby so that nothing can hurt it."

To the trunk of an old oak tree,
Grew this pretty cozy B.
Over the bending limb, you see, you see,
Was hung a cradle for fairies wee,
Was hung a cradle for fairies wee,
Was hung a cradle for fairies wee.

Teachers' Note—"This is the way the B looked. There was a stem like this, and a limb which hung over like this, but best of all, there was hooked over this limb a real fairy cradle like this. It was such a lovely cradle that the little fairy always went right to sleep and the mother never had to rock her."

Teachers' Note.—Demonstrate to count 1-2-3.
Here is the song the mother sang: (Tune, "Humoresque.")

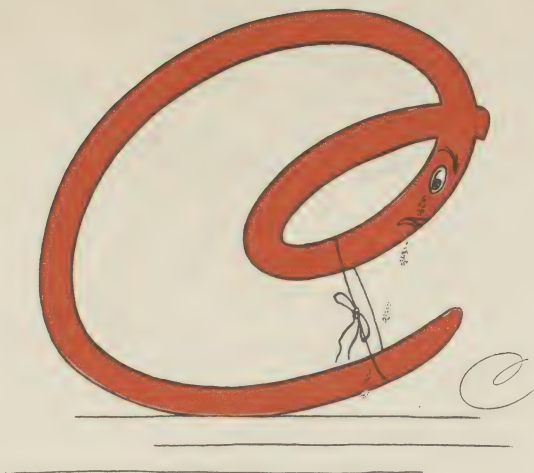


THE SMALL B.

The beginning part of small b
Looks just like a very tall e,
And then there is such a deep well
So all the story birds tell,
That a brownie once sat on this wee shelf
To keep a fairy from drowning itself.

Teachers' Note.—The teacher may show the children the picture and recite the verse for the children. Then she may explain a little more fully the verse and make her complete story from the verse given here.

Count 1-2, 3.



THE CAPITAL C.

Once upon a time the Capital C looked like the Capital O, but one day he fell from a high wall. The fall caused his side to burst open and it has been that way ever since, because there was no doctor near to tie it together.

The Capital C sat on a wall,
The Capital C had a great fall,
All the king's maids,
And all the king's men
Couldn't put the C
Together again.

Count 1-2.



THE SMALL C.

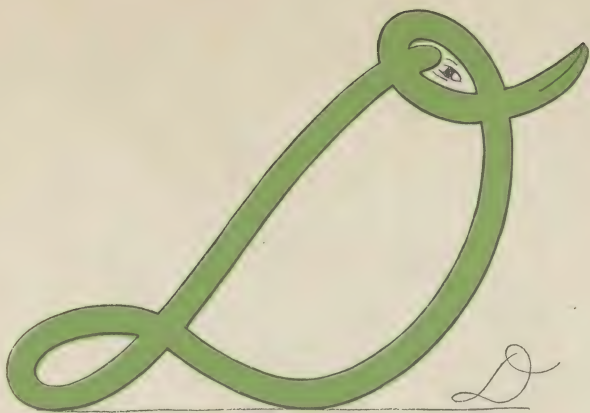
*Here is the little c. How nice it would be if we should keep our backs straight like the little c does!

Here is a verse which I think would help us remember how this little c is made:

The c sits up and keeps its back
As straight as straight can be,
If we could sit just like the c,
What smart little folks we all should be.

*Teachers' Note.—From "Penmanship Stories," by Mr. Frank H. Arnold and Mr. H. B. MacLean. Published by The A. N. Palmer Company.

Count 1-2.

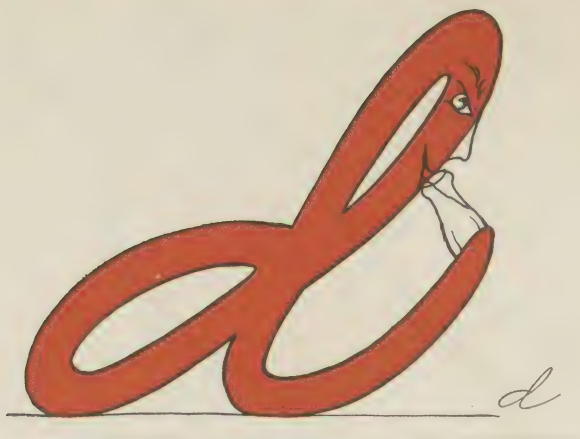


THE CAPITAL D.

See this bird with the funny head, the long bill, the queer little round stubby tail, and the nice fat body? We call this bird a D. †First we begin at the top and fall right down to the line. Now our chalk (or pencil) is turning a summersault, comes down to the line again, slides along a little way, pops right back up to the top again and turns another whirl around the first line, then it makes the bill up like this:

Pretty D, Pretty D,
 Won't you sing a song for me?
 There you sit, on the line,
 Sadly all the time,
 Pretty girls, pretty boys,
 I would sing songs of your choice
 All for thee, all for thee,
 But I have no voice.

Teachers' Note.—Tune, "Pony Boy," old tune. Three-four time, count 1-2-3. †Suggested by Miss Arta F. Lawrence.



THE SMALL D.

The little d used to look like the letter a, but when he started to school he drank milk every day. Now he is tall and he is so fond of milk that he drinks a bottle every day. See how much fatter he is than the t who eats nothing much but cookies?

This little d
Looks quite like an a
Except for the loop
Which grew up this way.

Teachers' Note.—Tune, "I See You." Time, two-four. Count 1-2.



THE CAPITAL E.

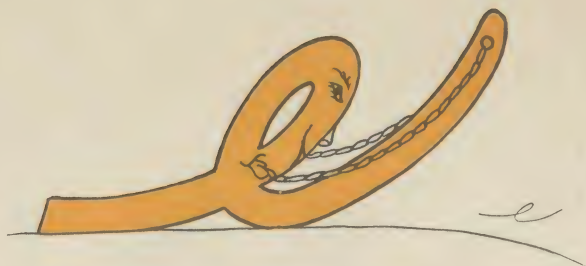
Here is the picture of the capital E in his house. See how his head touches the ceiling and how he has to bend over even when he sits on the floor.

There was a crooked E,
He walked a long, long track,
He had a crooked hump in
The middle of his back.
He had some brothers tall,
They all looked just like he;
And they all lived together
In a long house down the lea.

Teachers' Note.—Isn't he a pretty, big E? Shall we sing this little song while we make his picture?

Teachers' Note.—(The two lines and space between are the long house. Song found in I. P. Moses-Rhythmic Games and Plays.)

Tune, "There Was a Crooked Man." Three-four time, count 1-2-3, or touch 2, 3.



THE LITTLE E.

Here is the little e. He likes to coast better than anything else. Once a good fairy gave the little e a wish. The little e wished that he might ride on his sled wherever he went. The good fairy told him that he could always have a sled to ride on if he would stay on the line. The little e has been very good. He always stays on the line. Let us make some little e's sliding on the line like this. See how high the front of his sled comes up. This is to keep the wind from blowing his hat off.

Wouldn't it be nice to sing this little song while we make the little e?

Jingle bells, Jingle bells,
Jingle all the way;
Oh, what fun the little e had,
Riding on his sleigh.

(Teacher demonstrates making to rhythm of song, "Jingle Bells" at four-four time.) Count 1, 2, 3, rest.

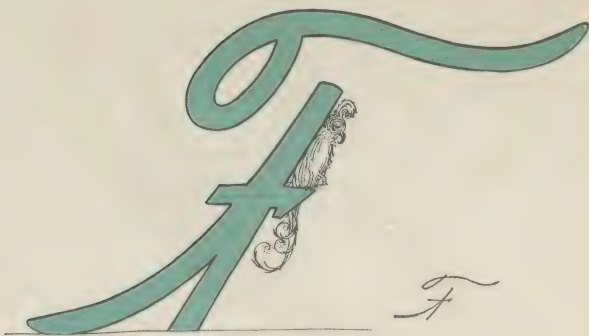


THE CAPITAL F.

Many years ago the F traveled with a circus. He performed the hardest stunts with great ease. Best of all he liked to throw his head back and curl his feet up like this.

The F can do a very hard stunt,
His feet can go around like this,
His head can bend down far enough,
The line to barely miss.
Mr. F goes along
Sliding on the line,
He twisted his feet just like this,
And they stay there all the time.

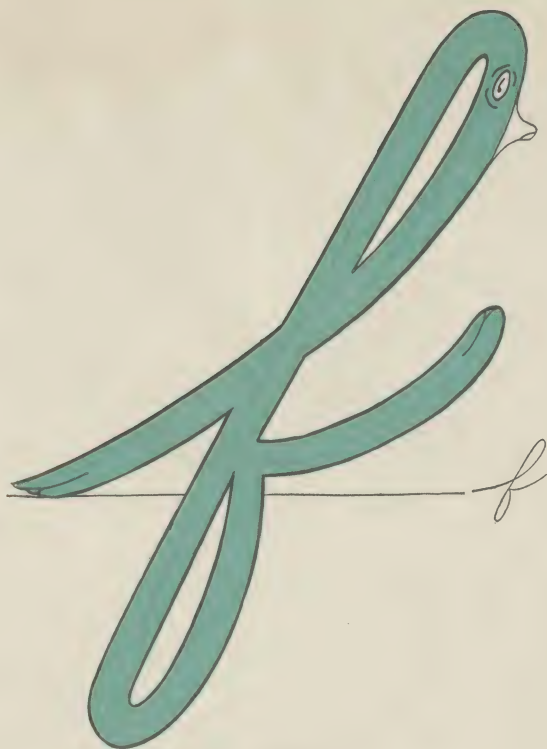
Teachers' Note.—Isn't he a funny F? Let us make his picture like this.
Tune, "Yankee Doodle." Count 1, 2, 3, 4.



THE CAPITAL F.

The Capital F was a twin to T,
And the difference between them
No one could see,
So they laid across the F
A little stick,
Now the difference can be told
Very quick.

Teachers' Note.—The teacher may explain the jingle below to the children and have them learn the little rhyme. Count 1-2-3, 4



THE SMALL F.

The small f grew so tall and his two loops grew so long that he had to let one hang below the line and one stay above. Now, he has to hang on to the line to keep from falling. The big bird said that this happened because he ate so many long sticks of candy.

Notice both loops are on the same side of the line.

Tall f has a loop above the line,
Tall f has a loop below the line,
Tall f has one hand on the line,
To keep him from falling at any time.

Count 1-2, 3.
(Children may learn this verse.)



THE CAPITAL G.

See the G in his boat? It is almost time he had a new one for he can hardly get into this one. See how his knees are bent up! See the tiny paddles to the boat!

The G goes sailing all the time,
Goes sailing all the time,
The G goes sailing on the line,
Goes sailing on the line.

Teachers' Note.—This is the way we make the G in his boat. Let us play like the line is the river on which he sails. We shall sing this little song about the G.

Four-four time. Tune, "I'm Glad I'm Not a Bad Boy." Count 1-2, 3.



THE SMALL G.

The first part of g
Is like an a
But the loop you see
Goes down this way.

Teachers' Note.—The teacher may explain the making of the letter from the verse, after she has shown the picture, illustrated the letter on the black-board and recited the verse for the children. Count 1-2, 3.



THE CAPITAL H.

Here is the capital H. He is always helping the old people by carrying a cane over his arm to lend to any letter who is in need of one. Poor old Mr. A has had the cane which the H gave him for many years. This is the way the H carries the cane.

First we make the cane, now we shall make the H holding it with his arm around it. He always carries it this way.

Here goes the kindly H,
Helping every one.
He carries canes for old folks,
Which makes their smiles come.

Teachers' Note.—Let us all make some on this line.

(Tune to verse, "Now the Sun Is Sinking," Progressive Music Series, Teachers' Manual.) Count 1-2, 3, 4.



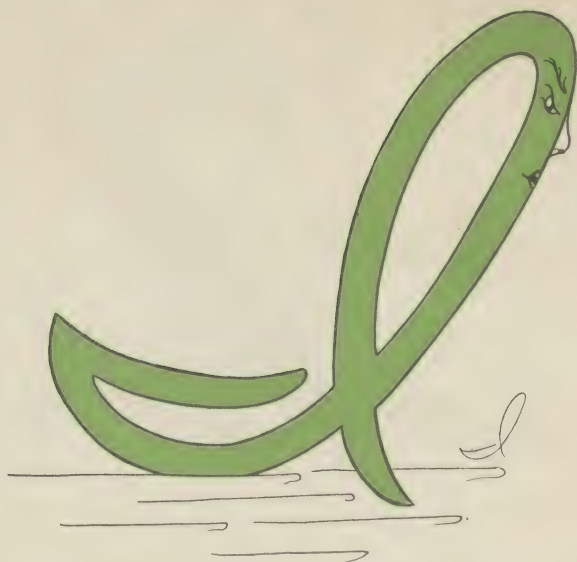
THE SMALL H.

The King of Letter Land sits on this little h. It is his rocking chair. We must be sure to make the rockers long and curved. That will be easy if we just swing our arms as we make the h.

The h is the king's rocking chair, rocking chair, rocking chair,

Which he uses when counting, when counting his ware.

Count 1-2, 3-4.

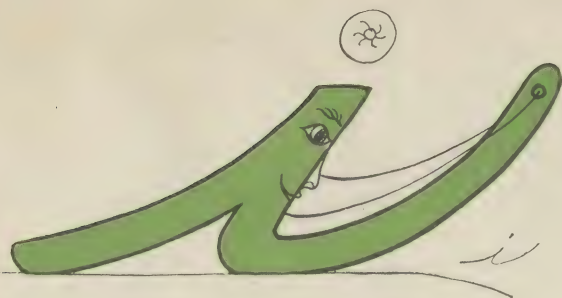


THE CAPITAL I.

Here goes the capital I in his canoe. He always sits backward for he says it is easier to row that way. Can you see his paddle? Mr. I rows backward when he is on the line, too. This is the way we make him. Isn't he pretty in his boat? He sings this song. Keep time to the music while you make your capital I's.

The I sails backward
In this boat fine.
He sails forever
On down the line.
"Won't I look nice tonight,
In my sailboat?
When the moon comes up,
And the sun goes down,
I'll still be afloat."

Count 1-2-3.



THE SMALL I.

Here is the picture of the little i. He also likes to go sleigh riding. See his little round cap up here in the air? A big bird told me that the little i always went at such a high speed down the line that his hat would blow off every little while. The bird also told me that the i's hat would not stay on long enough to have his picture taken. That is why we always make him this way.

The i went so fast
On his little sled
That he never could keep
His cap on his head.

Teachers' Note.—Demonstrate making the count of 1, 2, dot; or 1, 2, 3. This little rhyme may be sung to the tune of "Old Oaken Bucket." This should be sung three-four time. Tap three-four time and sing.



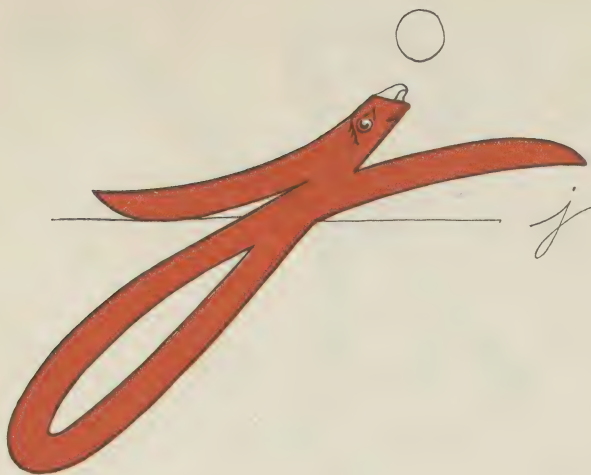
THE CAPITAL J.

The capital J was so fat that he had to walk near the line to keep from falling. The other letters thought it was a good joke to see the J holding to the line as he is doing in this picture.

The capital J is made this way:
With the top loop fat,
And the lower one thin,
And that is all there is to him,
And that is all there is to him.

Teachers' Note.—Here is a song about the J. Shall we sing it while we make his picture?

Tune, "Yankee Doodle." Sing to three-four time. Count 1-2.

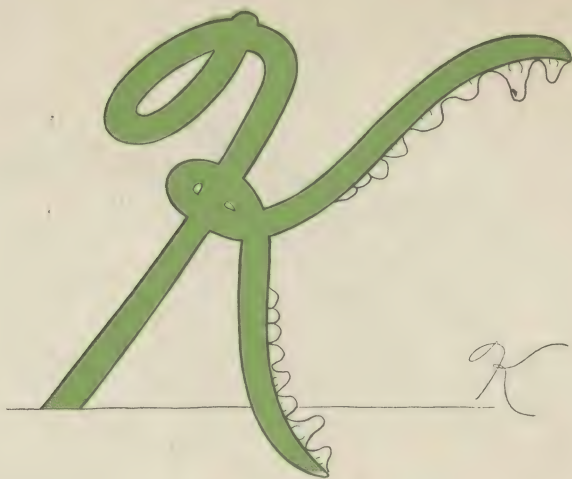


THE SMALL J.

Here is the little j doing one of his funniest tricks. See how he can keep the ball up in the air just by bouncing it with his nose! The letters never get tired of seeing him perform and he is always seen bouncing this ball on his nose.

The small j
With his nose this way
Keeps a big ball
In the air all day.

Teachers' Note.—Tune, "I See You." Four-four time. Count 1-2.



THE CAPITAL K.

There is a queer shell fish out in the ocean which always lives near a rock. Whenever any one comes near this fish he clamps his shell on to the rock so tight that no one can pry him off. In Letter Land we have a letter something like the shell fish. It is the capital K. The capital K clamps its stem to the top and bottom lines. See his two long arms in the picture. If we do not make these two long arms long and far apart, we may get caught by the claws on them.

Upon a line I found a K
 Its arms were open like this.
 O, let my stem touch the two long lines,
 Was what it sang out like sweet chimes.
 Loo, loo, loo, loo.
 O, let my stem touch the two long lines,
 Was what it sang out like sweet chimes.

Teachers' Note.—This is the way we make his picture, while we keep time to the music. Make quickly.

(Tune, "The Sea Shell," found in the Modern Music Series, Book One. Count 1-2, 3-4. Rhythm four-four.)



THE SMALL K.

The letter k is a very kind letter. Besides helping us in many ways in spelling words, it is used in Letter Land as an overstuffed chair for the queen of the letters. See the place here which looks like the bottom of the chair has been overstuffed. It makes an even better chair than the king has. I wonder if we can make some which would be good enough for the queen to sit upon.

This is the song the fairies sing about the k. Let us sing it while we make the k:

The k is like an overstuffed chair
With a foot-rest fastened on it,
And happy is the fairy queen
When she can sit upon it.

Count 1-2, 3-4.



THE CAPITAL L.

Here is the capital L. See, it sits on a loop or soft cushion and look how its little braid sticks out in the back!

The big L
On this cushion fine,
Wears a stiff braid,
And stays on the line.

Teachers' Note.—Count 1-2-3. Here is a verse.

Teachers' Note.—We always begin here. Now see me swing away over and now up; make a big loop, swing down to the line, turn a loop over on its side and swing below the line.



THE SMALL L.

This is the little l. Little l is tall and even though it has to lean over a little bit to see itself in the mirror it holds its back very straight. For a long time the little l would hold a mirror before its loop and say, "I have the most beautiful loop in all Letter Land." One day the l tried to get its arm down but it would not go. It has been this way since.

Let us see if we can make a beautiful l.

The small l as you plainly see,
Looks quite like a tall little e.

Teachers' Note.—Count 1, 2. Learn this little verse.



THE CAPITAL M.

The capital M has three humps or mountains like the small m only the first hump is the great huge mountain, the next is the middle-sized mountain, and the next one is the little wee mountain. We finish the last mountain below the line.

Three bears went over three mountains,
Three bears went over three mountains,
Three bears went over three mountains,

To see what they could see.

To see what they could see.

To see what they could see.

One big huge mountain,
One middle-sized mountain,
One little wee mountain,
Made all of the letter M.

Teachers' Note.—Tune for this is the old tune, "The Bear Went Over the Mountain." Four-four time. Count 1-2, 3-4.



THE STORY OF SMALL M.

Here is a picture of a little m. The little m has three mountains in it. They are all the same size and they lean over like this. A big bird told me that the three mountains in the little m are the three mountains that the three bears went over. This is the way we make the m. See this little valley at the end? That is where the three bears went to eat grass.

Here is a funny song about this little m :

Three bears went over three mountains,
Three bears went over three mountains,
Three bears went over three mountains,
And down in a big valley.
To see what they could see,
To see what they could see,
One little m, one little m,
One little m, was all that they could see!

Teachers' Note.—(Rhythm of song four-four time and count of letter is 1-2-3-4.) Let us make many more m's, altogether, while we sing. (Tune is same as for capital M.)



THE CAPITAL N.

Here is the picture of the capital N. It is almost like the capital M except that it has only two humps. The big bird said that a wicked little dwarf once stole the little wee hump from the N and it has never had another since.

This is the way we have always made the capital N ever since the days of the dwarfs.

Two bears went over two mountains,
Two bears went over two mountains,
Two bears went over two mountains,

To see what they could see.
To see what they could see.
To see what they could see.

One big huge mountain,
One middle-sized mountain,
But no little wee mountain
For a brownie stole it away.

Teachers' Note.—The same tune as the capital M.
Count 1-2, 3.



THE SMALL N.

The letter on this picture is the little n.
Here is a song about it:

Two bears went over two mountains,
Two bears went over two mountains,
Two bears went over two mountains,
And down in a big valley.
To see what they could see,
To see what they could see,
One little n, one little n,
One little n, was all that they could see!

Teachers' Note.—See the little n only has two mountains and a valley in it.
The mountains touch nearly all the way up. They lean over, too.

Count 1, 2, 3, 4 for rhythm to song. Same tune as that for the little m.



THE CAPITAL O.

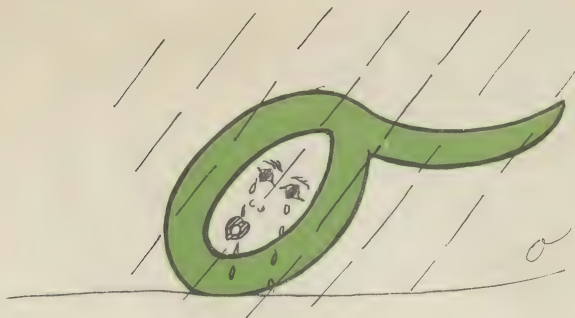
See this little girl with the curl on the side of her forehead? She has a very queer name. It is capital O. It means "big O." See how fat she is! Here is a little verse about capital O:

There was a big O,
She had a round curl,
Right on the side of her forehead.
Now, when she was good,
She was very, very good,
But when she was bad, she was horrid!

Shall we make a picture of capital O while we sing this verse?

Teachers' Note.—Children, after having seen demonstration, retrace letter forms written on the board to rhythm of song.

Tune to above rhyme is verse part of "Solomon Levi," and count is 1, 2. (Sing swiftly.)



THE LITTLE O.

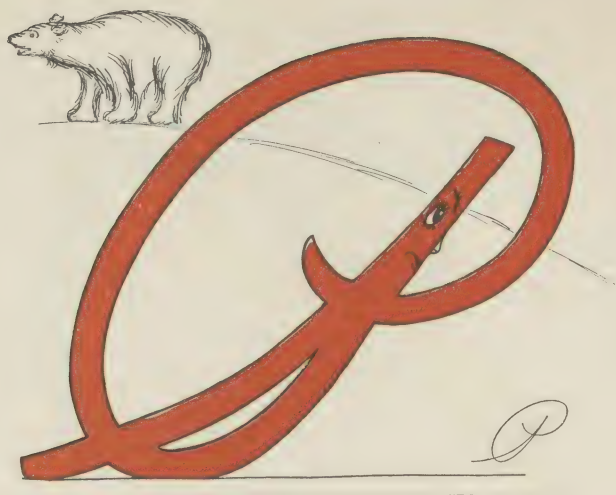
The little o is the letter you see in this picture. It is the capital O's little brother.

Once upon a time little o had a beautiful curl on the side of his forehead like capital O. One day it rained very hard. Little o's mother said, "Put on your hat when you go out in the rain or you will lose your pretty curl." But little o was very bad and he ran out in the rain without putting on his hat. Now this is all the curl he has left. See?

Shall we make his picture while we sing this song about him?

Bad little o, lost his curl,
Out in the rain one day.
He cried and cried and cried and cried,
But his curl was washed away.

Teachers' Note.—Tune, "Cherries Are Ripe." Progressive Music Series—Book I. (Three-four time, count 1-2.)



THE CAPITAL P.

Did you ever hear about the joke that the letter P played on the big bear? Once upon a time the letter P was walking along when he met a big bear. Oh, my, but he was frightened! But he was very smart, and quick as a wink he thought of something! He just curled his long tail over his head like this, and the old bear walked right past him and didn't see him!

Once when the letter P
Was with the R one day
A grizzly bear came out
To frighten them away.
Now when the letter P
Saw that great grizzly bear,
He put his tail up over his head,
And played he wasn't there.

Teachers' Note.—Watch me while I make another one.

Learn the verse and song. Tune, "Four and Twenty Blackbirds." Four-four time. Count 1, 2, 3, rest. Make the letter to rhythm of music.



THE SMALL P.

The little p was given a big ball for a birthday present. He likes this present so much that he grew very selfish over it.† Even after he grew tall he just carried it around all the time.

The p is very selfish at play,
For he holds his ball
In his arm all day.

†Teachers' Note.—To emphasize making the tall line on the p.
Count 1-2, 3.



THE CAPITAL Q.

A big bird told me that the Queen of Letter Land and the little princess once went for a visit to Number Land. While they were there the little princess saw a number two. She thought it was so beautiful that she begged her mother to let her have it.

“You may have this two,” said the Queen.

“Oh, my beautiful big ‘Q’!” said the little princess, who didn’t quite hear what her mother had said. Now ever since that time every one has called this fancy letter, which looks like a two, a big Q.

A well made Q
Looks quite like a 2,
Except for the loops
Which we can see through.

Teachers’ Note.—Tune, “I See You.” Count 1 2-3. [Make rapidly.]



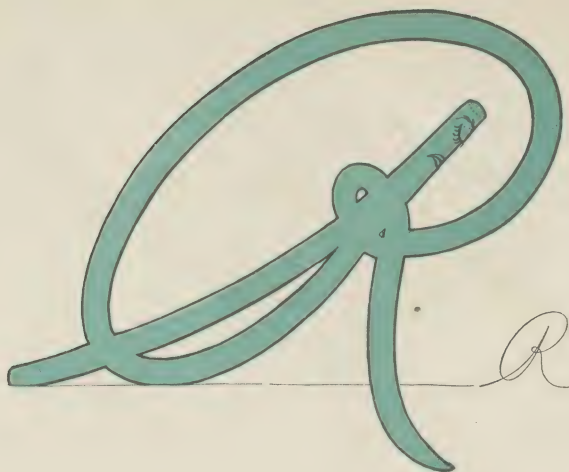
THE SMALL Q.

The first part of q
Is like the top of g,
And the last part of q
The lower part of f, you see.

Teachers' Note.—Teacher may explain the rhyme written above and illustrate on the board how to make after showing the picture.

Teachers' Note.—A short story might be told of the certain kind of letter who tried to be like a g, thinking they were better looking than he, but he made his loop the wrong way and all the letters shouted, "We know you are little q, for your loop is made a different way."

Count 1, 2-3.



THE CAPITAL R.

Here is the foolish capital R. I will tell you why he was foolish. Do you remember the time that the letter P met the bear? The capital R was along that day. He was also very frightened. Capital R was so afraid that he just shut his eyes so tight that they never did come open. Now he has to put his hand down to the line to help him along. Poor old capital R.

An R met a grizzly bear
Upon the line one day,
It frightened so this letter R
He couldn't run away.
He shut his eyes so very tight,
So all the old folks say,
That now he hobbles with a cane,
For he cannot see his way.

Teachers' Note.—This is the way we make him.
Learn the verse. Same tune as for capital P. Treat the same way.
Count 1-2, 3-4.



THE SMALL R.

Before the little r came to Letter Land he lived in a very rainy country and, because he was a doctor he used to have many walks in the rain to cure the other letters who were sometimes crippled by boys and girls who made them wrong. He had to carry his little case and umbrella so long that his arms just grew the way they are now.

This little r
Was once a house
For a very pretty
Little snowy-white mouse.
On one dark night
A rain came roaring,
And caved the porch roof in
With its heavy down-pouring.

Count 1-2.



THE SMALL R.

Once upon a time, a little tree bug went walking along hunting for a home. He came to Letter Land. Soon he saw a little r like this and he said to himself: "Now, there is a good, little tree stump in which I could build my home, and even though it leans over, I believe I can be quite happy in it." So he built a chimney up here on top, and lived so happy in it that all the little r's are built like this.

Once when a little bug
Had traveled very far,
He made, at last, his happy home
In a little r.

Teachers' Note.—The Big Bird says that the three bugs always build their r's that way. Can you make an r that way?
Count 1, 2, 3.



THE CAPITAL S.

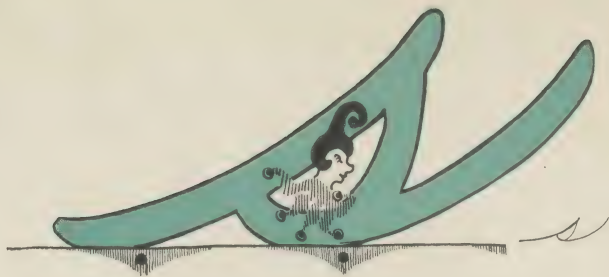
Here is the capital S.

"Once," said the Big Bird, "the capital S was eating corn in the king's corn patch. Pretty soon Sly Fox saw him there. He slipped up very quietly. The S raised his head and saw the fox. He was SO frightened that he flew out of the corn patch and ran away faster than the wind has ever thought of blowing. He is still running to this day." (Show colored plate).

First we begin on the line, go up like this, make his long head and, no wonder it swims, for its body looks like a little boat. See?

Quack, quack, clear the track,
The S is running fast.
He stole corn from the farm,
And was caught at last.

Teachers' Note.—Tune, "Pony Boy." Three-four time. Count 1-2, 3.
[Make quickly.]



THE SMALL S.

Have you ever seen a sailboat? Do you know what the sails are for? The little s is the fairy sailboat. It has a sail on it. The front of the s boat comes up to the top of the sail, to keep the water from coming in. The little s sails along the line like it used to on the water. Let us be careful and keep it on the line so the brownies and fairies won't drown.

The s was a sailboat
Which sailed all the time
Carrying the fairies
All down the line.

Teachers' Note.—Tune, "Beautiful Ohio." Three-four time and the count is 1-2. Teacher makes the letter slowly for the children to see just how it is made.

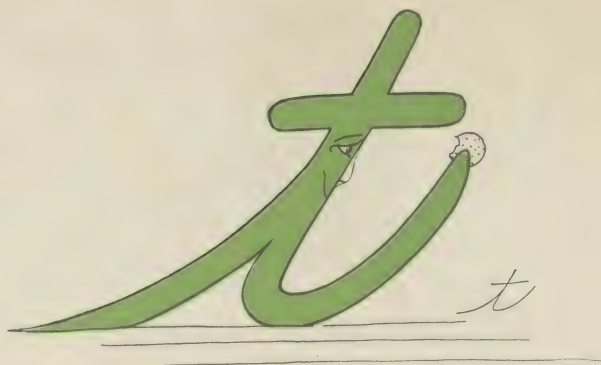


THE CAPITAL T.

One day when it was raining very hard a little brownie was hunting around in Letter Land for an umbrella. Soon he saw a big T growing on a straight line. He said, "This is just the place for me. Now I will always know where to go when it rains." He waited under the T until the storm was over, then he went home.

A brownie sat beneath a T
The rain was falling fast.
But all the rain could not down him
For he was safe at last.

Teachers' Note.—Tune to rhyme, "It Ain't Gonna Rain No More" Count 1, 2, 3, 4. Music, four-four time.

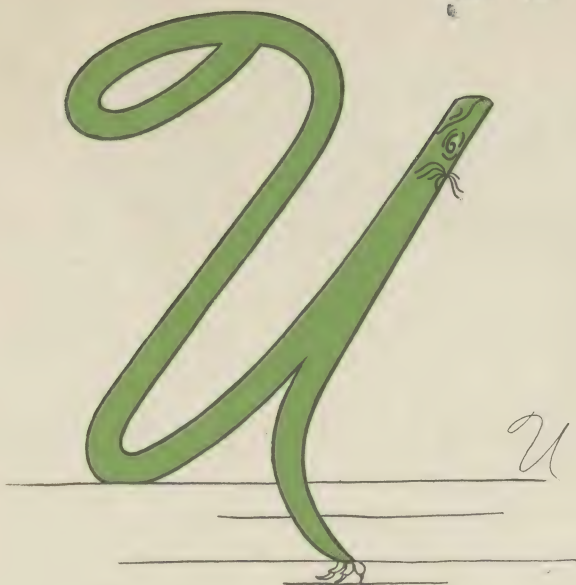


THE SMALL T.

This is the little t. Little t has no manners. He always wears his hat in the house.

This little t sits on the line,
On the line,
On the line,
Wearing his hat all the time,
All the whole long time.

Teachers' Note.—Tune, "London Bridge Is Falling Down." [Sing slowly, make quickly.]
Count 1-2.



THE CAPITAL U.

This letter is called the capital U. The brownies use the capital U for their watch dog. The U sits up with its tail curled up and its feet below the line.

The feet of the U
Come down through
The line it sits upon.
Now every time you make a U
Think of the line it's on.

Teachers' Note.—This is the way we make the U. Let us sing and keep time to the song by making these U's.

Tune, "Choo, Choo, Choo." Progressive Music Series, Book One, or Teachers' Manual. Three-four time, count 1, 2, 3.



THE SMALL U.

In Fairyland, the brownies and fairies are all very, very polite.

Now this little sled with the two seats in it is the brownies' sled. The little brownie sits in the front seat. He lets the little fairy sit in back, then she can see better while he guides the u on the line.

The little brownie does not call this his sled, he calls it his u. He always says, "We'll go for a ride in our little u today."

Come with me, come with me, in my new u,
In my new u, in my new u,
We'll slide along in our nice little u,
Ever so far away.

Teachers' Note.—Found in Progressive Music Series—Book One—page 18.—
"Lady Bug." Count 1-2.



THE CAPITAL V.

Here is a picture of the capital V. The capital V looks almost like a rooster, doesn't it? We do not make his legs when he sits on the line because when he sits down his feet go under him and, of course, we cannot see them then.

Let us learn this verse:

A V came out on a sunny day,
And loudly did he crow,
"First make my tail,
And then by bill,
And now I am complete.
And when I sit upon the line,
You cannot see my feet."

Count 1-2.

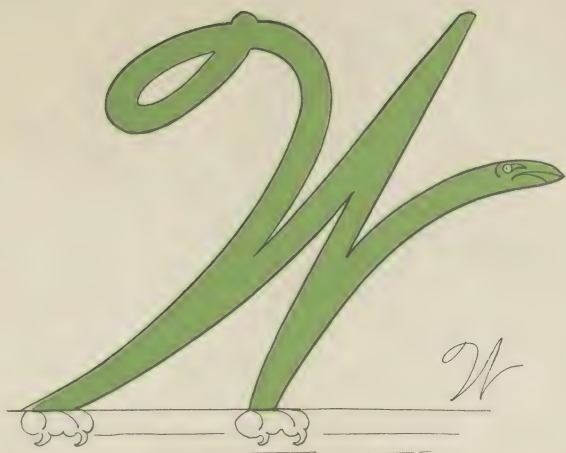


THE SMALL V.

"Once upon a time," said the Big Bird, "there were two little v's who went to the brownies' feast while the brownies were gone and began pushing their bills into everything the brownies had to eat. They started to eat the jam. It was very, very sticky. Soon they heard the brownies coming back. They pulled and pulled until their bills were badly bent. After a long time their bills came out and they ran home as fast as they could, but ever since their bills have been bent and long. Now they stay on the line."

The little v
With the long bill
Sits on the line
And tries to trill.

Teachers' Note.—Let us sing this funny little song about the little v. Teacher demonstrates and children retrace copies at the board. Children will afterwards make individual copies. Count is 1-2. Time, four-four. Tune—"Boola, Boola."



THE CAPITAL W.

The capital W is a very queer letter. He is like half-chick, because he has only half as many legs as he should have, only one eye, and only one side of him ever shows.

First we make his long, curly tail, then one leg, now we go up and make a BIG hump on his back, then down and make the other leg, and last, up to make his head.

The W is a funny one
With a hump much like a steeple,
But if we make this letter right,
Help, he will give, to all the people.

Teachers' Note.—Tune to rhyme is "My Old Man Is a Funny Old Man."
Count 1-2-3-4. Four-four time. Teacher might add, "I shall make another one, then we shall all make some."



THE SMALL W.

This little w was made for the prince and princess of Letter Land to ride in. The high front seat is for the servant who takes care of them to sit in while he guides the w wherever the children wish to go.

When the w goes down,
Down the streets,
With the prince and princess
In the two seats,
The driver sits on his
High little seat,
To guide it from all
The dangers they meet.

Teachers' Note.—Teacher demonstrates to count of 1-2-3, how to make this w, and teacher may add questions as:

Shall we play that we are the band singing about the w and keeping time while we make it. Here is the song:

[Tune may be same as almost any 4-4 time song. Teacher may try her own songs.]



THE CAPITAL X.

The Big Bird told me that many years ago the fairies took two of their canes, fastened them together, and made the letter X as you see here.

"The boys and girls can use this letter in many words," thought the fairies, and so we have many words in which we use this letter.

I wonder if we could make an X as well as the fairies did?

Diddle, diddle dumpling,
 This big X
 Was made by the fairies for little Rex.
 One cane up
 And one cane down,
 Diddle, diddle dumpling,
 My big X.

Teachers' Note.—This is the way they did it.
 Tune, "Diddle, Diddle Dumpling. (I. P. Moses-Rhythmic Games and Action Plays.)

Count is 1-2, 3-4.



THE SMALL X.

This is a picture of the wiggly wiggly little x. This little x was very mischievous. He always humped up his back as he went along the line until one day a fairy saw him and was so angered at his tiresome humping that she threw a stick across his back and ever since he has looked this way.

Here is a verse about the x:

The wiggly wiggly x
Went sliding on the line
Teasing the letters
For a long, long time.
When a fairy saw him
And didn't like his way
So she threw a stick across his back,
And it stayed there to this day.

Count 1-2.



THE CAPITAL Y.

The capital Y is much like the small y except the larger birds build their nests in it since it is larger, and it is better than the small y because it has a fairy umbrella attached to it to shade the birds when they sit on the line underneath it.

A Y held a bird's nest
As still as could be,
When hanging on the line
For you and for me.
The birds could find shade underneath the cane
Or swing in the loop which hung in the next lane.

Count 1-2-3.

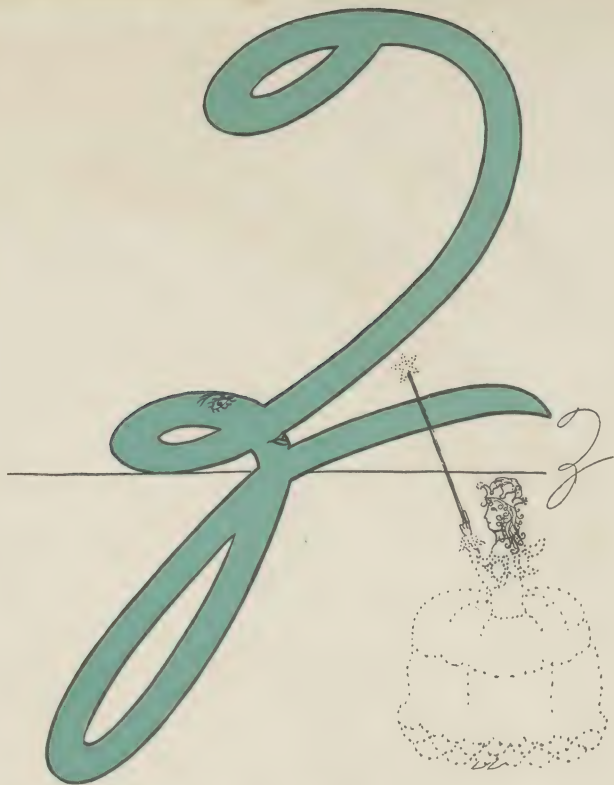


THE SMALL Y.

A Big Bird told me that many years ago two little yellow canary birds came to the little y. The little y was hanging on a straight limb on a straight tree like this. The birds were delighted. The father bird said, "We will build our nest here, then when I return from a long hunt for food I can rest on the little perch or swing in the little loop below the line."

The big y had a parasol
The little y had none.
So the little y cried
Because he wanted one.

Teachers' Note.—Tune, "Old Oaken Bucket." Time, three-four. Count 1-2.

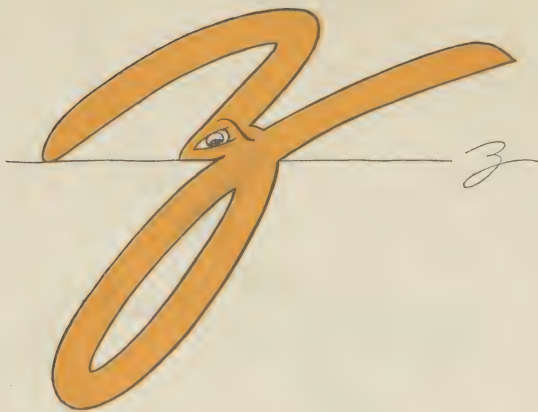


THE CAPITAL Z.

The capital Z was very afraid of getting his head wet. One day it said to itself, "Oh, if I only had an umbrella over my head, I'm sure I could walk along this line much faster, and since it is my job to keep this line straight all the time, I don't see why I can not have an umbrella that I do not have to carry." No sooner had he said this than the sweet voice of some kind fairy told him that if he would always walk along the line and try to keep it straight, his wish would come true. Then quick as a wink there was an umbrella stuck fast onto the head of the capital Z and it has been there to this day.

The Z wanted a parasol
Which was easy to carry,
So his wish was granted
By a kind little fairy.

Teachers' Note.—Now this is the way to make the Z, and this is the rhyme about it. [Demonstrate.] Count 1-2-3.

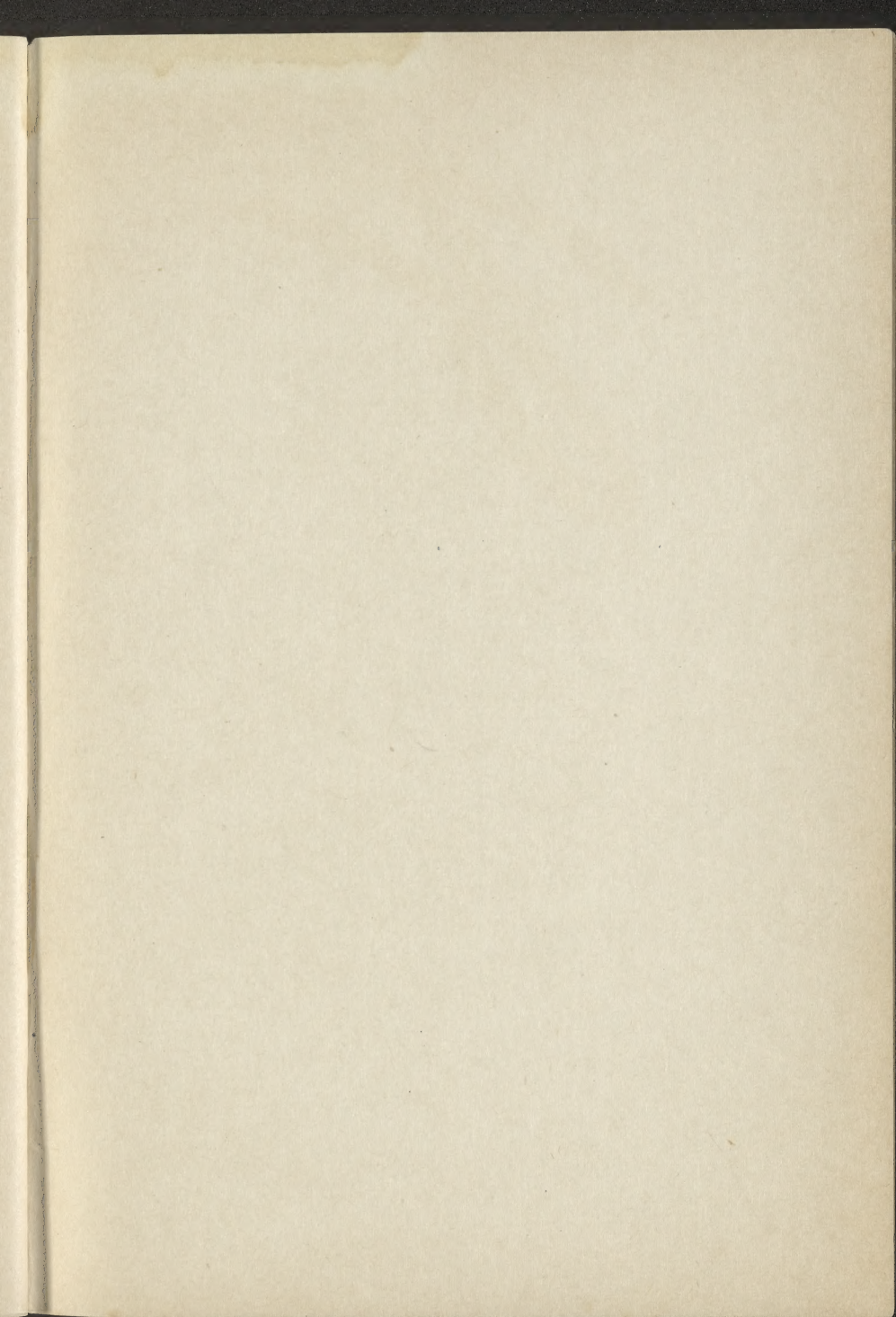


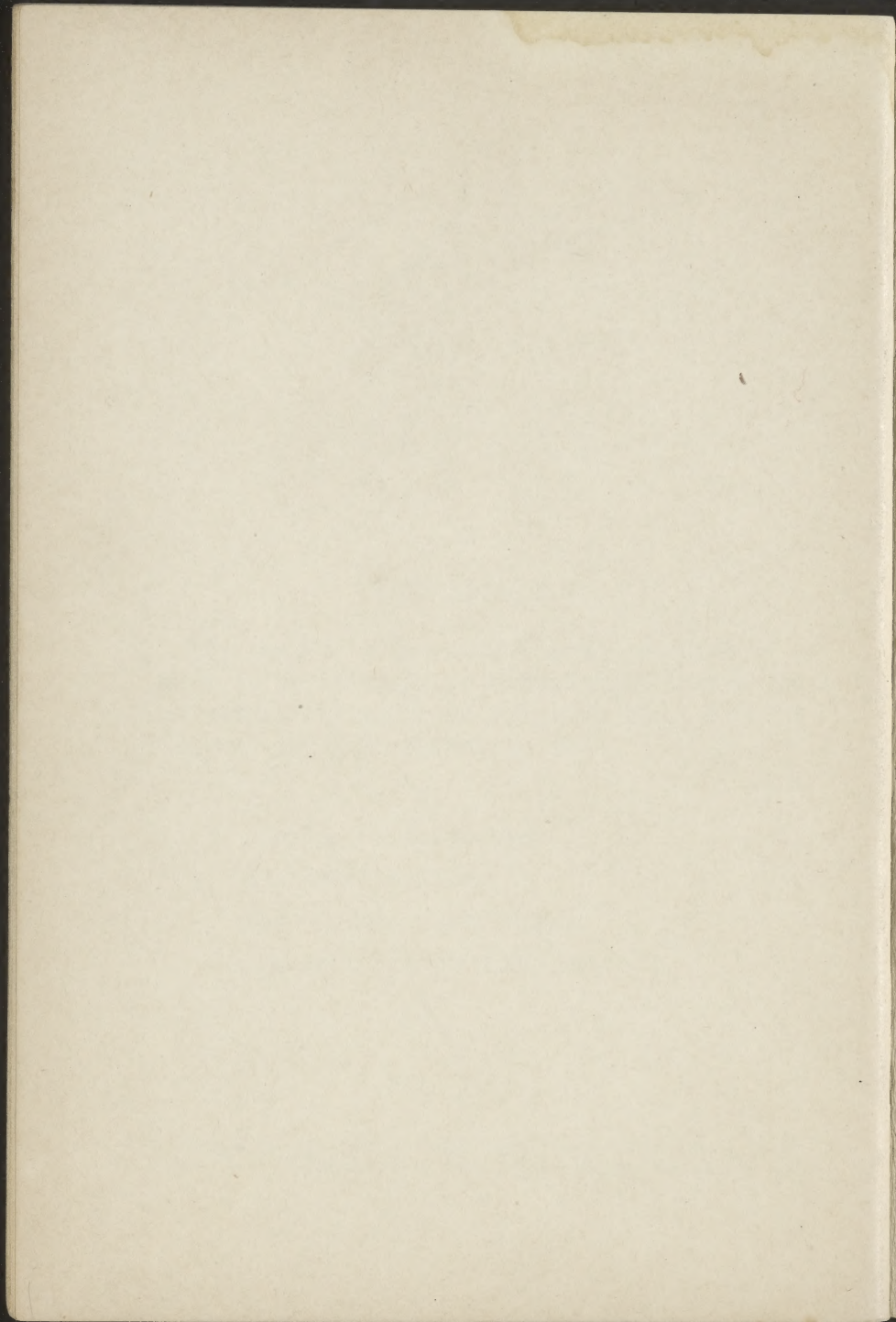
THE SMALL Z.

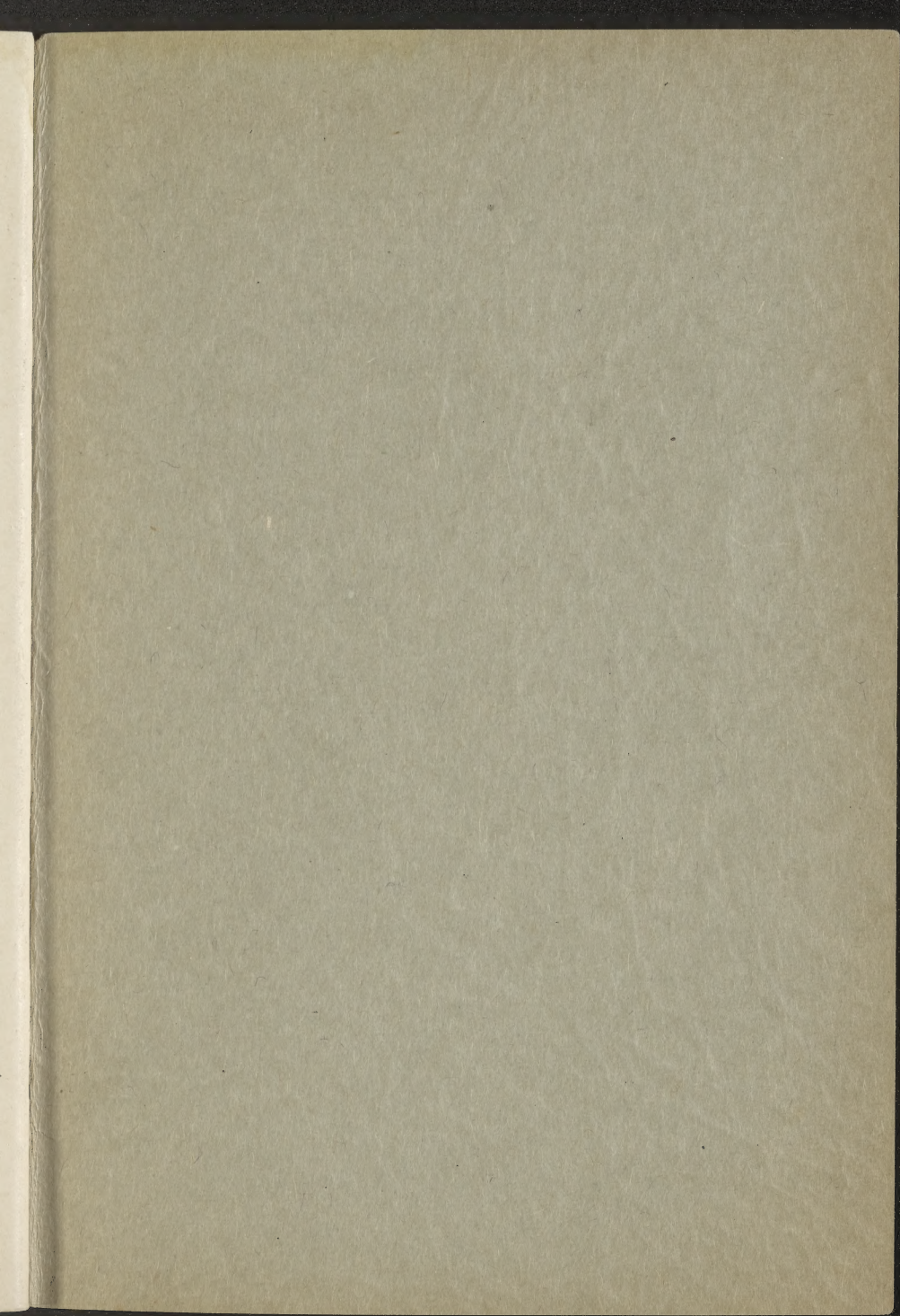
The small z, in this picture, makes me think of a turtle, for he always keeps his head under his shell for protection. He cannot see well, so he hangs onto the line, too. His loop is like the g. See?

The big Z had a parasol,
The little z had none.
But the little z only laughed
And said, "I don't think I need one."

Teachers' Note.—Tune, "The Ladder Song," for do, re, mi, etc., or "Climbing the Scales." Time, four-four. Count 1-2, or make your own tune, 4-4 time.







L. L. Barber